



Guide to Social Studies Course of Study at Telra Institute

This gives the framework for the curriculum and progression of social studies at Telra Institute. In this guide, you will find the progression students will follow based on their numerical grade level through social studies. Students who demonstrate a need for instruction below the minimum level for their numerical grade level will be referred for intervention and may be retained.

Social Studies at Telra

Core Knowledge

Core Knowledge History and Geography covers topics in world history, American history, and geography while integrating topics in civics and the arts. Students will build knowledge of diverse civilizations, cultures, and concepts. Core Knowledge History and Geography seeks to build and deepen students' knowledge grade by grade and allows students to make cross-curricular connections. The texts students will read during these courses are content-rich nonfiction that work to build students' knowledge over the course of time. This curriculum serves as the core social studies curriculum at Telra Institute.

Engage NY

Engage NY follows the Inquiry Design Model, which focuses on inquiry-based teaching and learning. Units from Engage NY allow students to make discoveries about civics and economics through discussion and tasks designed to help students think through various problems.

William and Mary

Developed by the College of William and Mary's Center for Gifted Education, this curriculum is grounded in the Integrated Curriculum Model which is focused on three dimensions, including advanced content, higher level processes and product development, and interdisciplinary concepts, issues, and themes. Students begin with an overarching concept to ground their study of a particular topic, dive into advanced readings that include primary sources, and use inquiry skills to engage in problem-based learning and their own research. Units from the College of William and Mary are incorporated into Telra's course of study for Social Studies beginning in 2nd grade.

The World History Project

The World History Project seeks to teach history in context to allow students to understand the past, orient themselves in the present, and prepare for the future. This course provides a cohesive approach to learning and understanding world history. Students will cover world history beginning before humans existed and ending in the present. To best gain a complete understanding of historical context, students will be asked to examine world history through different lenses or frames. Students will focus on seven eras of history throughout the course of this curriculum

Social Studies Course of Study 2024-2025

Grade Level Course			
Kindergarten			
Civics and Economics <ul style="list-style-type: none"> • Rules • Wants and Needs • Civic Ideals 	Geography and Skills <ul style="list-style-type: none"> • Let's Explore Our World 	American History <ul style="list-style-type: none"> • Native Americans • Exploring and Moving to America • Mount Rushmore Presidents 	World History <ul style="list-style-type: none"> • Mesopotamia
1st Grade			
Civics and Economics <ul style="list-style-type: none"> • Economic Choices • The President 	Geography and Skills <ul style="list-style-type: none"> • Continents, Countries, and Maps 	American History <ul style="list-style-type: none"> • Early Civilizations of the Americas • Early Explorers and Settlers • From Colonies to Independence 	World History <ul style="list-style-type: none"> • Three World Religions • Ancient India
2nd Grade			
Civics and Economics <ul style="list-style-type: none"> • Civic Ideals and Practices 	Geography and Skills <ul style="list-style-type: none"> • Thinking Like a Geographer • Geography of the Americas 	American History <ul style="list-style-type: none"> • Making the Constitution • War of 1812 • Americans Move West • Civil War • Civil Rights Leaders 	World History <ul style="list-style-type: none"> • Ancient Greece • Ancient Egypt
3rd Grade			
Civics and Economics <ul style="list-style-type: none"> • Cultural Diversity • Leadership and Government • Global Trade 	Geography and Skills <ul style="list-style-type: none"> • World Rivers 	American History <ul style="list-style-type: none"> • Earliest Americans • Exploration of North America • Thirteen Colonies • Immigration and Citizenship 	World History <ul style="list-style-type: none"> • Ancient China • Ancient Rome • Vikings
4th Grade			
Civics and Economics <ul style="list-style-type: none"> • Declaration of Independence 	Geography and Skills <ul style="list-style-type: none"> • Using Maps • World Lakes 	American History <ul style="list-style-type: none"> • Building a New System – Colonial America • The World Turned Upside Down – American Revolution • US Constitution • Early Presidents • American Reformers 	World History <ul style="list-style-type: none"> • Medieval Europe • Medieval Islamic Empires • Early and Medieval African Kingdoms • Age of Exploration

		<ul style="list-style-type: none"> • Maya, Aztec, and Inca Civilizations 	
5th Grade			
Civics and Economics <ul style="list-style-type: none"> • Complex Societies 	Geography and Skills <ul style="list-style-type: none"> • Geography of the United States • World Deserts 	American History <ul style="list-style-type: none"> • A House Divided – The Civil War • Westward Expansion – Before and After the Civil War • Native Americans – Cultures and Conflicts • Immigration • Industrialization and Urbanization in America 	World History <ul style="list-style-type: none"> • The Renaissance • The Reformation • England’s Golden Age • Early Russia • Feudal Japan • Independence for Latin America
6th Grade			
Geography and Skills <ul style="list-style-type: none"> • World Deserts 	American History <ul style="list-style-type: none"> • 1920s in America – A Decade of Tensions • Reform in the Industrial Revolution 	World History <ul style="list-style-type: none"> • Ancient Greece and Rome • The Enlightenment • French Revolution and Romanticism 	
7th/8th Grade Year A			
Civics and Economics <ul style="list-style-type: none"> • Civics in U.S. History • Economics in U.S. History 	American History <ul style="list-style-type: none"> • U.S. History - Precolonial to 1800s • U.S. History – Late 1800s to 2000s 		
7th/8th Grade Year B			
World History <ul style="list-style-type: none"> • World History – Origins to Present • CKHG World History 			
9th Grade			
American History 131 – Dual Enrollment			

Kindergarten

Social Studies in Kindergarten includes topics in Civics & Economics, Geography & Skills, American History, and World History. The units below are organized by social studies topic rather than by course sequence.

Civics and Economics

Engage NY: Rules

- This inquiry engages kindergartners in exploring the various ways people interact with and act upon rules and laws in society. The compelling question “Are all rules good rules?” assumes that while students generally enter school with some concept of rules and what it means to follow or break them, they may not yet understand who makes rules and how they change.

Engage NY: Needs and Wants

- This inquiry focuses on the economics concept of scarcity by developing an understanding of needs and wants and goods and services through the compelling question, “Can we get everything we need and want?”

Engage NY

- This inquiry is an exploration into the concept of responsibility, beginning within the home and then expanding to school and the community. In examining the idea that we all have important responsibilities, students should consider the question of what could happen if they choose to act irresponsibly. Students build their knowledge and understanding such that they should be able to develop an argument that answers the compelling question “Why do I have to be responsible?”

Geography and Skills

Core Knowledge: Let’s Explore Our World

- This unit provides a broad overview of our planet, and many of the ways we can explore it. Students begin with their own physical location in this world, and

expand from their neighborhood to their city, and eventually to the continent on which they live through a study of maps and how to use them.

American History

Core Knowledge: Native Americans

- In this unit, students learn about early Native Americans through the eyes of three representative children from the past, who lived in three different North American cultural regions.

Core Knowledge: Exploring and Moving to America

- This unit delves into the sweeping story of America, including the voyages of Columbus, the settlement of the Pilgrims, the struggle for independence, and the sorrowful history of slavery through a gentle introduction to the treatment of indigenous peoples and enslaved people on American soil.

Core Knowledge: Mount Rushmore Presidents

- This unit introduces students to four U.S. presidents honored on Mount Rushmore. Students discover how the faces of these leaders—George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt—were carved on a mountainside in the Black Hills of South Dakota and explore who these presidents were and what made them unique.

World History

Core Knowledge: Mesopotamia

- In this unit students will be introduced to Mesopotamia, an ancient civilization that developed in the land between the Tigris and Euphrates Rivers. Students will explore the development of agriculture, government, and writing in this ancient civilization.

1st Grade

Social Studies in 1st Grade includes topics in Civics & Economics, Geography & Skills, American History, and World History. The units below are organized by social studies topic rather than by course sequence.

Civics and Economics

Engage NY: Economic Choices

- This inquiry features an investigation of economic decision making through the context of how families manage their money. In examining the costs and benefits associated with making decisions about spending and saving money, students will develop an argument answer the question “What choices do we make with our money?”

Engage NY: The President

- This inquiry engages students in exploring the meaning and purpose and function of government through the question “Is the president the most important person in government?” Students explore the different levels of governmental leadership and will consider their own ideas for desired change within their communities.

Geography and Skills

Core Knowledge: Continents, Countries, and Maps

- In this unit, students use their map skills to discover our world and their place in it. The unit begins by exploring maps—looking at different types of maps and how to read them. Students then travel across the seven continents and the four oceans.

American History

Core Knowledge: Early Civilizations of the Americas

- In this unit, students explore several different powerful civilizations that people created in North and South

America long ago. Beginning with the arrival of the first humans into the Western Hemisphere, the unit looks at the evolution of civilization in the Americas, from hunters and gatherers to complex cities through the cultures of the Maya, Aztec, and Inca.

Core Knowledge: Early Explorers and Settlers

- This unit looks at major reasons for the exploration of the “New World,” ranging from perceived easy access to wealth to a longing for religious freedom. Students will explore the Americas with Columbus and the conquistadors who followed, looking at Europeans’ interactions with the indigenous peoples and at the often-tragic results. They will then travel with the English explorers as they set up colonies in what would become the United States.

Core Knowledge: From Colonies to Independence

- This unit follows the evolution of the thirteen North American colonies, from their dependence on Great Britain to their victory in becoming an independent nation.

World History

Core Knowledge: Three World Religions

- This unit explores the history of Judaism, Christianity, and Islam, three major religions that developed in the same part of the world. The unit introduces students to the history and basic teachings of these three important religions with a tone of respect and balance.

Core Knowledge: Ancient India

- This unit introduces students to the early Asian civilization of ancient India. Students will explore the geography of India, the Ganges and Indus Rivers, and the development of the first civilization in the Indus valley, where modern-day western India, Pakistan, and northeastern Afghanistan are located.

2nd Grade

Social Studies in 2nd Grade includes topics in Civics & Economics, Geography & Skills, American History, and World History. The units below are organized by social studies topic rather than by course sequence.

Civics and Economics

Engage NY: Civic Ideals and Practices

- Through the question “Do we have to have rules?,” this inquiry investigates the relationship between rules and values as well as the role that rules play in maintaining a civil society. Students learn that there is a key relationship between what we value and the rules we develop, follow, and enforce.

Geography and Skills

William and Mary: Thinking Like a Geographer

- In this unit, students will explore interdisciplinary content, foster creativity, and develop higher order thinking skills. Students will develop and practice geography skills, such as reading and creating maps, graphs, and charts, examining primary and secondary sources, and thinking spatially.

Core Knowledge: Geography of the Americas

- In this unit, students become explorers of the diverse landscapes of North and South America and discover the many ways people have found to survive and thrive in them.

American History

Core Knowledge: Making the Constitution

- In this unit, students discover that Americans had a difficult task at hand after winning the Revolutionary War: they had to figure out a better way to govern themselves. Students explore the roles that leaders played in developing and implementing the constitution and how the constitution is still relevant today.

Core Knowledge: War of 1812

- This unit introduces students to the conflicts with Great Britain that lead to the Battle of Tippecanoe and eventually to a war between the United States and Great Britain in 1812.

Core Knowledge: Americans Move West

- This unit covers westward expansion as towns and cities along the East coast grew. Students will learn about important modes of transportation, the Gold Rush, and the Pony Express. Students will also explore the negative impact of westward movement on Native Americans.

Core Knowledge: Civil War

- This unit explores the difficult subject of the Civil War in an age-appropriate way without wavering from the difficult truths. Students see the beginnings of slavery in America, and the moral struggles and compromises surrounding it.

Core Knowledge: Civil Rights Leaders

- This unit celebrates the lives of people who faced injustice with bravery and were able to make extraordinary changes for good. The unit explores the growth of equality in the United States through iconic individuals

World History

Core Knowledge: Ancient Greece

- This unit explores the ideas, patterns of government, and art forms that have formed the basis of much of our own culture. Students will discover many of the political and philosophical building blocks that inform our own society today.

William and Mary: Ancient Egypt

- This unit is designed around the idea that human civilizations develop and sustain themselves as a collection of interdependent systems. The civilization of ancient Egypt forms the central content of the unit, with exploration of systems of agriculture, economics, language, and leadership in this ancient culture.

3rd Grade

Social Studies in 3rd Grade includes topics in Civics & Economics, Geography & Skills, American History, and World History. The units below are organized by social studies topic rather than by course sequence.

Civics and Economics

Engage NY: Cultural Diversity

- This inquiry engages students in expanding their understanding of diverse cultures. The question “How does our culture make us similar and different?” allows students to examine diverse cultures and histories.

Engage NY: Leadership and Government

- This inquiry is an exploration into governments around the world in which students examine how the fundamental principles of governments vary. Students will develop an argument that answers the question “Does it matter how leaders are chosen?”

Engage NY: Global Trade

- This inquiry leads students through an investigation of economic systems by focusing on the context of trade among world communities. Students will develop an argument to answer the question “Why do countries need each other?”

Geography and Skills

Core Knowledge: World Rivers

- In this unit, students explore the benefits and dangers of rivers. They learn why ancient civilizations and modern cities were established near rivers, and how rivers impact major historical events.

American History

Core Knowledge: Earliest Americans

- This unit introduces some of the different native peoples who populated America many years before the arrival of European explorers. Students explore how early peoples adapted to their environments

and developed unique cultures.

Core Knowledge: Exploration of North America

- This unit focuses on Spanish explorers who crossed the Americas in search of gold and riches, and other European explorers who searched for the Northwest Passage. Students reinforce map skills and geographic knowledge and learn about interactions of the explorers with Native Americans.

Core Knowledge: Thirteen Colonies

- This unit follows the evolution of the thirteen North American colonies, from their dependence on Great Britain to their victory in becoming an independent nation.

Core Knowledge: Immigration and Citizenship

- This unit looks at the influx of people coming to America from the 1800s to the present day—at who they were and why they came, and what happened to them once they got here.

World History

William and Mary: Ancient China

- The concept of systems is the foundation for this unit, which explores ancient China to demonstrate the interdependent systems that develop and sustain a civilization. The unit explores systems of agriculture, language, leadership, and trade in ancient China.

Core Knowledge: Ancient Rome

- In this unit, students learn about ancient Rome’s lasting contributions in political ideas and institutions, architecture, and literature. Students also investigate historical sources to write an essay on the rise and fall of Rome.

Core Knowledge: Vikings

- This unit introduces students to the geography of Scandinavia and the history of the Vikings. Students learn about the voyages of Eric the Red and his son, Leif Eriksson.

4th Grade

Social Studies in 4th Grade includes topics in Civics & Economics, Geography & Skills, American History, and World History. The units below are organized by social studies topic rather than by course sequence.

Civics and Economics

Engage NY: Declaration of Independence

- This inquiry asks why countries declare their independence with a focus on the argument made in the United States Declaration of Independence. With a firm understanding of the American colonists' argument for independence, the inquiry shifts to students conducting research on declarations of independence in other parts of the Western Hemisphere.

Engage NY: Complex Societies

- This inquiry provides students with an opportunity to evaluate a series of innovations by three complex civilizations— Maya, Aztec, and Inca – and examine the question “What makes a complex society complex?”

Geography and Skills

Core Knowledge: Using Maps

- This unit provides information and activities to help students use maps and globes effectively. Students learn geographical terms and how to use map symbols, keys, and map scales. They are introduced to longitude and latitude and using coordinates and degrees.

Core Knowledge: World Lakes

- This unit begins with a review of map skills and geographical terms. Students learn about the benefits and resources provided by lakes.

American History

William and Mary: Building a New System – Colonial America

- This unit explores the interrelationships between the Chesapeake Bay System and both the Native Americans and the early English colonists in Virginia. The unit then focuses on economic, social, and political systems of early America across the colonies, comparing and contrasting lifestyles of different groups.

William and Mary: The World Turned Upside Down – The American Revolution

- This unit explores the chronology and major events leading up to and during the Revolutionary War and uses primary sources

to demonstrate the social and political context. The contributions of individuals and groups to the history of the time are also highlighted.

Core Knowledge: The U.S. Constitution

- In this unit, students learn why the Bill of Rights was added to the Constitution and explore reasons why the Constitution has survived as the guiding document of government in the United States.

Core Knowledge: Early Presidents

- This unit focuses on the first seven presidents of the United States: George Washington, John Adams, Thomas Jefferson, James Madison, James Monroe, John Quincy Adams, and Andrew Jackson.

Core Knowledge: American Reformers

- This unit focuses on many efforts to improve American society from the early 1800s to the 1850s, including the temperance movement, better treatment for people with mental illnesses, free public education, the abolition of slavery and the early women's rights movement.

Core Knowledge: Maya, Aztec, and Inca Civilizations

- This unit explores three ancient Mesoamerican civilizations in geographical and cultural context.

World History

Core Knowledge: Medieval Europe

- In this unit, students gain a foundational understanding of the historical and geographical context of the Middle Ages and study Western and Eastern Roman Empires. Students examine the influence of the Catholic church, the feudal system, castles and manors, and the legacy of the Middle Ages.

Core Knowledge: Medieval Islamic Empires

- In this unit, students learn about the historical significance of Muhammad and the origins of Islam in the Arabian Peninsula.

Core Knowledge: Early and Medieval African Kingdoms

- This unit begins with an overview of the geography of Africa. Then, students learn about early African kingdoms, the city of Timbuktu, and African works of art.

Core Knowledge: Age of Exploration

- This unit introduces students to European exploration and trade from 1400 to the 1600s. Students learn about motivations for European exploration.

5th Grade

Social Studies in 5th Grade includes topics in Civics & Economics, Geography & Skills, American History, and World History. The units below are organized by social studies topic rather than by course sequence.

Geography and Skills

Core Knowledge: Geography of the United States

- This unit reinforces map and globe skills as students learn about the geographic characteristics of different regions.

Core Knowledge: World Deserts

- In this unit, students review skills of using maps and globes and then apply those skills in learning about deserts of the world. They explore the characteristics of desert landscapes and life forms.

American History

Core Knowledge: Maya, Aztec, and Inca Civilizations

- This unit explores three ancient Mesoamerican civilizations in geographical and cultural context.

William and Mary: A House Divided – The Civil War

- The concept of cause and effect is the theme of this unit, which explores the events and perspectives leading to the American Civil War and the chronology and context of the war through the exploration of primary sources.

Core Knowledge: Westward Expansions – Before and After the Civil War

- This unit explores how and why Americans moved west and the motivations and repercussions before and after the Civil War.

Core Knowledge: Native Americans – Cultures and Conflicts

- This unit explores the ways of life of diverse Native American groups and goes on to examine how their cultures were disrupted, displaced, and profoundly altered by westward expansion and policies and practices in the 1800s.

Core Knowledge: Immigration

- In this unit, students investigate the history of immigration to America in the 1800s and early 1900s and the reasons why so many people left their home countries to better their lives in “the land of opportunity.”

Core Knowledge: Industrialization and Urbanization in America

- In this unit, students explore the significant demographic and economic shifts that took place in the United States in the late 1800s

and early 1900s, as the rise of big business ushered in a new era across the country.

World History

Core Knowledge: The Renaissance

- In this unit, students are introduced to the works of prominent Renaissance artists, writings on courtly behavior, Machiavelli’s ideas about politics, and the Renaissance spirit in literature.

Core Knowledge: The Reformation

- This unit tells the story of the 16th-century religious upheaval (the Reformation), which led to the founding of Protestantism and had far-reaching social and political consequences.

Core Knowledge: England’s Golden Age

- This unit explores England in the 1500s and 1600s, a time of religious conflicts and political change, including the reigns of Henry VIII, Queen Elizabeth the 1st, and Charles I & II.

Core Knowledge: Early Russia

- This unit introduces students to major geographical features of the vast lands of Russia and tells the story of how Russia grew from a small principality to a large country ruled by powerful czars.

Core Knowledge: Feudal Japan

- This unit introduces students to the history of feudal Japan, including the geography, the rise of shoguns, the role of samurais, and the impact of trade.

Core Knowledge: Independence for Latin America

- This unit students explore the wave of independence movements that led to the liberation of French, Spanish, and Portuguese Latin American colonies.

6th Grade

Social Studies in 6th Grade includes topics in Geography & Skills, American History, and World History. Students will explore these topics through the use of the Core Knowledge History & Geography Curriculum, Engage NY Curriculum, and William & Mary Curriculum. The units below are organized by social studies topic rather than by course sequence. Additional units will be added to the 6th grade Course of Study throughout the year, and the document will be updated accordingly.

American History

William and Mary: 1920s in America – A Decade of Change

- Centered on a variety of primary sources, including music and advertisements as well as more traditional documents, this unit provides insight into not only the events, but also the values, lifestyles, and experiences of the period of the 1920s. Students explore the concept of cause and effect and how it relates to the events of the time.

William and Mary: 1930s in America – Facing Depression

- This unit for students in grades 6–7 explores Depression-era America from the perspective of many different groups of people, utilizing a variety of primary sources to illustrate events and the social-political context. The concept of cause and effect is employed to support student understanding of the complexity of history. The unit emphasizes the interplay of changes in geography, government, and the economy, as well as the influence of particular individuals and groups, to deepen student understanding of the period.

Core Knowledge: Reform in Industrial America

- In this unit, students examine the groups and individuals who worked for political, economic, and social reform in America in the late 1800s and early 1900s.

World History

Core Knowledge: Ancient Greece and Rome

- In this unit, students explore how the cultural and political traditions of ancient Greece and Rome have influenced Western society more profoundly than perhaps any other civilizations in world history. The political institutions of these two great civilizations have been incorporated into many subsequent societies, and students explore this integration throughout the unit.

Core Knowledge: The Enlightenment

- In this unit, students explore the ideas of influential writers, scientists, and philosophers in Western Europe from the late 1600s through the 1700s. Students also explore how the ideas of Europe’s Enlightenment thinkers are echoed within the Declaration of Independence and the U.S. Constitution.

Core Knowledge: French Revolution and Romanticism

- This unit introduces students to both the French Revolution and the cultural movement known as Romanticism.

Core Knowledge: Industrial Revolution

- In this unit, students examine the sweeping transformation in how people worked and lived during the Industrial Revolution, 1760s–1830s.

7th/8th Grade – Year A

Social Studies in Year A shifts from a survey of a variety of History and Geography topics to a deep dive into American History.

Core Knowledge: American History – Precolonial to 1800s

- Chapter 1: Early Americans and the First Europeans – Students will explain how the first people came to the Americas, describe the indigenous empires, and identify and compare the Native American cultural regions.
- Chapter 2: European Exploration and Colonization of the Americas – Students will explain the motivations for European exploration of the Americas, identify key explorers and what they found, and explain the consequences of European exploration of the Americas.
- Chapter 3: English Colonies Take Shape – Students will locate the thirteen English colonies on a map, compare life in the different colonies and regions, and describe slavery in colonial North America.
- Chapter 4: The American Revolution – Students will identify the causes of the American Revolution, summarize major events on the American Revolution, and identify key participants in the American Revolution.
- Chapter 5: Creating a Constitution for the United States – Students will explain why the United States needed a constitution, identify key figures who contributed to the Constitution, explain the compromises in writing the Constitution, and describe the principles and structure of the government created by the Constitution.
- Chapter 6: The New Republic and the War of 1812 – Students will explain how the electoral college works, identify the first seven presidents of the United States, and describe key events of the early American republic.
- Chapter 7: Westward Expansion Before the Civil War – Students will identify key players associated with westward expansion, explain how transportation advancements contributed to westward expansion, describe the conflicts that resulted from westward expansion, and describe the effects on Native Americans.
- Chapter 8: Division, Civil War, and Reconstruction – Students will describe slavery in the United States, explain how the conflict over slavery in the United States led to civil war, summarize the events of the American Civil War, and describe life under Reconstruction in the South.
- Chapter 9: Westward Expansion After the Civil War – Students will explain the growth of the cattle industry in the west, describe the effects of the growth of railroads, compare the myth of the West with the realities and describe U.S. policies and actions toward Native Americans in the West.

Core Knowledge: Civics and Economics in U.S. History

- Civics: This unit covers topics including forms and purposes of government, the Articles of Confederation and their replacement with the U.S. Constitution, the three branches of government, checks and balances, the amendment process, the Bill of Rights, and rights and responsibilities of citizens.
- Economics: This unit focuses on resources used to produce goods and services, interactions between consumers and producers, scarcity, opportunity costs, and incentives in economic decision-making, supply and demand, the purpose of a budget, and marketplaces, including real and virtual markets.

Core Knowledge: American History – Late 1800s to 2000s

- Chapter 1: Immigration, Industrialization, and Urbanization – Students will describe the experiences of immigrants to the U.S., explain how industrialization changed the U.S., and describe life in American cities.
- Chapter 2: The Progressive Era, Social Movements, and Reform – Students will identify new technologies, explain the work of muckrakers and reformers during the Progressive Era, summarize the debate between W.E.B. Du Bois and Booker T. Washington, and describe how women won the right to vote.
- Chapter 3: America Becomes a World Power – Students will explain the impact of the Spanish-American War, explain how World War I started, describe World War I, and summarize the Russian Revolution.
- Chapter 4: America from the Twenties to the New Deal – Students will explain why the 1920s were called the “Roaring Twenties,” describe the advances, problems, and challenges of the 1920s, and explain how the New Deal helped address the problems of the Great Depression.
- Chapter 5: World War II – Students will explain the rise of totalitarianism in Europe, summarize the key events of the war in Europe and in Asia, explain the involvement of the U.S. in World War II, and describe life in the United States during the war, including the treatment of Japanese Americans.
- Chapter 6: The Cold War, Vietnam, and the Age of Civil Rights – Students will describe the differences between the U.S. and Soviet Union, summarize how the Cold War played out, explain the effects of the Cold War in the U.S., and describe the Civil Rights Movement, including its leaders, goals, and methods.
- Chapter 7: The United States at Home and on the World Stage (1975-2000) – Students will identify key scientific and technological developments, describe the different activist movements, and summarize the presidencies of Gerald Ford, Jimmy Carter, Ronald Reagan, George H.W. Bush, and Bill Clinton.
- Chapter 8: The Challenges Ahead and Powerful Voices – Students will summarize the social, political, and environmental challenges facing the U.S. and summarize more recent presidencies.

7th/8th Grade – Year B

Social Studies in Year B covers World History, from Origins to Present, and introduces a new curriculum: The World History Project. This is supplemented by Core Knowledge World History.

The World History Project Objectives:

- Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.
- Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.
- Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives to gain a deeper understanding of human history.
- Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.
- Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative.
- Create and support arguments using historical evidence to communicate conclusions.

Era 1 – Our Big History (13.82 billion years ago to the future)

Students understand and evaluate history as a discipline of study, build their understanding of how historians frame history, analyze historical narratives and perspectives, evaluate humans’ impact on Earth, and employ a variety of frames.

Era 2 – Early Humans (250,000 years ago – 3000 BCE)

Students analyze how humans diverged from other species, evaluate historical evidence for the switch from foraging to farming, and evaluate different types of human communities.

Era 3 – Cities, Societies, and Empires (6000 BCE – 700 CE)

Students evaluate why certain human communities began to organize into more complex societies, analyze how networks of exchange expanded, explain and interpret shared belief systems and their impacts, and critique common characteristics of societies.

Era 4 – Regional Webs (200 – 1500 CE)

Students evaluate and critique the historical narrative of the rise and fall of societies, analyze the increase and decrease of network connections, evaluate the impact of new innovations in technology, understand the formation and spread of Islam, and critique the narrative of the Dark ages.

Era 5 – The First Global Age (1200 – 1750 CE)

Students evaluate the formation of global networks, analyze how global interconnections impacted political systems, trade networks, and the environment, critique the role of capitalism, and interpret primary course documents and analyze multiple perspectives on the Mongol Empire, Black Death, and transatlantic slave trade.

Era 6 – The Long Nineteenth Century and the Birth of the Modern World (1750 – 1914 CE)

Students analyze the influence of sovereignty, individualism, nationalism and the fight for equality on political revolutions and the rise of the nation-state, analyze the causes and consequences of industrialization, examine the impact of colonialism and imperialism, and evaluate changes in peoples’ perception surrounding labor, women’s rights, and human rights.

Era 7 – The Great Convergence and Divergence (1880 CE – the Future)

Students will assess the causes and consequence of global conflict and mass atrocities, evaluate the influence of nationalism, evaluate the interconnections of the Cold War and decolonization, and critique the impact of globalization on human society and the environment.

9th Grade – Dual Enrollment: American History 131

This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history.

9th Grade – Dual Enrollment: Art Appreciation

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media.

9th Grade – Dual Enrollment: Public Speaking

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support.

9th Grade – Dual Enrollment: College Transfer Success

This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college policies and culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions.